

EXHIBIT C

12/1/2020

Individualized Education Program for Donquarion Lewis (5681020231)



Kalamazoo Public Schools
1220 Howard Street
Kalamazoo, MI 49008-1871
Phone: 269-337-0161

INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM REPORT

Student Name: Donquarion Lewis
Birthdate: [REDACTED]
Age: 10-1
Grade: Fourth grade
UIC: 5681020231

Date of IEP Team Meeting: 04/17/2012
Date of Last Evaluation IEP: 04/17/2012
Resident District: Comstock
Student Primary Language:
Language in the Home: English

PURPOSE

Purpose of IEP Team Meeting: Amendment

These sections of the IEP have been modified:

Donquarion will take MEAP Access Writing instead of MEAP Writing in fall 2012.

PARTICIPANTS

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student: Donquarion Lewis | <input checked="" type="checkbox"/> Parent/Guardian: Barbara Lewis |
| <input checked="" type="checkbox"/> General Ed Teacher: Beth Polso | <input type="checkbox"/> Parent/Guardian |
| <input checked="" type="checkbox"/> Special Ed Provider: April Enicks | <input checked="" type="checkbox"/> School District Rep: Frank Rocco |
| <input checked="" type="checkbox"/> Eval Team Rep: Linda Campbell | <input type="checkbox"/> Other/Title |
| <input checked="" type="checkbox"/> Other/Title: | <input type="checkbox"/> Other/Title |

STUDENT PROFILE AND ELIGIBILITY

In determining both eligibility and need for special education programs/services, the IEP Team must consider each of the following:

Student Strengths

Donquerion (DQ), is very likeable. He wants to do well and is proud of his accomplishments.

Parent Concerns

Mrs. Lewis is concerned about DQs poor reading skills. She believes that his math skills are alright.

Current Evaluations

January 2012, DIBELS Benchmark, 21 words correct with 75% accuracy. Retell of 23 words.

Dolch word lists, 4-11-12: 37/40 Pre-Primer words, 41/52 Primer words, 28/41 First grade words, 21/46 Second grade words.

DIBELS First grade progress monitoring: 27 words correct and 8 errors, 10 words correct and 10 errors, 24 words correct and 12 errors.

Based on **1)** this student's current functioning, **2)** the most recent evaluation findings and **3)** any additional assessment information, does the IEP Team determine that this student has a disability that requires special education programs/services?

- ☒ Yes, this student is **eligible** for special education

Primary Eligibility
 Specific Learning Disability

Qualifying Criteria
 Reading fluency skills

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Student Name: Donquarion Lewis

IEP Date: 04/17/2012

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Progress on most recent goals and objectives?

January 2012, DIBELS Benchmark, 21 words correct with 75% accuracy. Retell of 23 words. First grade DIBELS progress monitoring = median of 24 words correct and 10 errors in one minute. Dolch words 37/40 Pre-Primary list, 41/52 Primary list, 28/41 first grade list, 21/46 second grade list.

<u>Area of Need</u>	<u>Subarea of Need</u>	<u>Data Sources and Description of Need</u>	<u>Adverse Impact</u>	<u>Goal?</u>
Reading	fluency	January 2012, DIBELS Benchmark, 21 words correct with 75% accuracy. Retell of 23 words. First grade DIBELS progress monitoring = median of 24 words correct and 10 errors in one minute. Dolch words 37/40 Pre-Primary list, 41/52 Primary list, 28/41 first grade list, 21/46 second grade list.	Donquarion's inability to read grade level text has a significant negative impact on his involvement in and progress in the General Education curriculum.	<input checked="" type="checkbox"/>

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SPECIAL FACTORS, SUPPLEMENTARY AIDS AND ASSESSMENTS

Does Donquarion require supplementary aids and supports based on the following special factors?

A need for positive behavioral interventions, supports and other strategies due to behavior that impedes the learning of self/others? ☐ Yes ☒ No

The language needs if this student is of limited English proficiency? ☐ Yes ☒ No

A need for Braille instruction? ☐ Yes ☒ No

The communication needs of this student? ☐ Yes ☒ No

The language/communication mode if this student is deaf or hard of hearing? ☐ Yes ☒ No

The requirement for assistive technology? ☐ Yes ☒ No

Does Donquarion require supplementary aids/program modifications/supports for any additional reasons? ☒ Yes ☐ No

<u>Supplementary Aids/Program Modifications/Support for School Personnel</u>	<u>Frequency/Timeline</u>	<u>Location</u>
Assistance with grade level reading material.	All grade level reading material	General Education

STATE AND DISTRICT ASSESSMENTS

Are state assessments required for the grade level(s) covered by this IEP? ☒ Yes ☐ No

To participate in the state assessment(s), will Donquarion require accommodations and/or alternative assessments? ☒ Yes ☐ No

Does Donquarion need to take an alternate assessment instead of a particular MEAP/MME assessment? ☐ Yes ☒ No
Are district assessments required for the grade level(s) covered by this IEP? ☒ Yes ☐ No

To participate in the district assessment(s), will Donquarion require accommodations and/or alternative assessments? ☒ Yes ☐ No

Does Donquarion need to take an alternate assessment instead of a particular district assessment? ☐ Yes ☒ No

ACCOMMODATIONS & ALTERNATE ASSESSMENT

For the listed state and district assessments, the IEP Team has determined that the following accommodations and/or alternative assessments are needed for Donquarion to participate:

<u>Assessment</u>	<u>Subtest</u>	<u>Test Type</u>	<u>Time/Schedule</u>	<u>Setting</u>	<u>Presentation</u>	<u>Response</u>
MEAP-Access (Gr 3-8)	Reading (Gr 3-8)		T01 Time most beneficial to student	S10 Placement most comfortable	P17 Repeat, restate, clarify directions (Standard)	
MEAP-Access (Gr 3-8)	Math (Gr 3-8)		T01 Time most beneficial to student	S09 Individually or in small group	P20 Read aloud Math/Sci/SocStudies to individual or small group (Standard)	
MEAP-Access (Gr 3-8)	Writing (Gr 4 and 7)		T01 Time most beneficial to student	S10 Placement most comfortable	P17 Repeat, restate, clarify directions (Standard)	

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ITBS	Reading			S10 Placement most comfortable	P17 Repeat, restate, clarify directions	
ITBS	Mathematics			S10 Placement most comfortable	P20 Read aloud Math/Sci/SocStudies to individual or small group	
Other Ed Performance	Mathematics			S09 Individually or in small group	P20 Read aloud Math/Sci/SocStudies to individual or small group	
Other Ed Performance	Reading			S14 Teacher/proctor near student	P17 Repeat, restate, clarify directions	

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GOALS AND OBJECTIVES

Area of Need: Reading

Subarea: Fluency

Grade Level Content Expectations:

Students will: acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
R.WS.03.06

Annual Goal:

Improve reading fluency skills

Will a graph be used to report progress toward the annual goal and associated objectives? ☐ Yes ☒ No**Short-Term Instructional Objectives:**

	<u>Objectives</u>	<u>Criteria</u>	<u>Evaluations</u>	<u>Schedule</u>
1	Based on DIBELS Next progress monitoring at his individualized level of performance, Donquarion will read a median of 40 correct words per minute.	40 correct words	DIBELS Next	weekly
2	Based on DIBELS Next progress monitoring at his individualized level of performance, Donquarion will read passages with a median of 5 errors or less per minute.	5 errors or less	DIBELS Next	weekly
3	Given DOLCH sight word list, Donquarion will read 90% of 220 words accurately.	90% accuracy	220 DOLCH Sight Words	bi-weekly
4	Based on Fountas and Pinnell running record, Donquarion will increase text read at instructional level from H to L.	Level L - Instructional	Fountas and Pinnell	monthly

Staff Responsible for Goal: SE Teacher

How will progress on goals and objectives be reported

- ☒ Progress Reporting-Text Option
☐ Progress Reporting-Other Option (Specify)

Comments:

When will progress on goals and objectives be reported?

- ☒ Every Grading Period
☐ Other

How will progress on Objective 1 be reported?

- ☒ Progress Reporting - Text Option

Comments:

How will progress on Objective 2 be reported?

- ☒ Progress Reporting - Text Option

Comments:

How will progress on Objective 3 be reported?

- ☒ Progress Reporting - Text Option

Comments:

How will progress on Objective 4 be reported?

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☒ Progress Reporting - Text Option

Comments:

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Programs and Services										
Related Services with General Education and/or Special Education Programs										
Direct Service: the primary mode of service is directly working with the student. There may be occasional consultation with others.										
Consultative Service: the primary mode of service is working with the teacher(s) and others having daily contact with the student. Direct work with the student is occasional										
Current IEP Year: From Date 04/17/2012						To Date: 04/17/2013				
School Year: 2011-12						School Year: 2012-13				
Grade: Fourth grade						Grade: Fourth grade				
Related Services	Start Date (if different from IEP)	End Date (if different from IEP)	Service Mode	Minutes		Sessions		Frequency	Setting within Location	
				Low Min.	High Min.	Low Number	High Number			
Programs	Departmentalized	Start Date	End Date	SE		GE		Total	Bldg/Location	
				Low Min/Wk	High Min/Wk	Low Min/Wk	High Min/Wk	Min/Wk		
Elementary or Secondary-Level Resource Program	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	04/23/2012	04/19/2013	300			1540	1840	Woodward School for Technology and Research	

Does the student require a reduced day? ☐ Yes ☒ NoIs there a need for placement with a teacher with an endorsement in a particular impairment category? ☐ Yes ☒ NoIs a Teacher Consultant with endorsement in the student's impairment needed to support the resource program teacher? ☐ Yes ☒ No

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OTHER CONSIDERATIONS

TRANSPORTATION PROVISIONS

Has the IEP Team determined that Donquarion requires **special transportation**?

- ☒ No, transportation is not required or general education transportation is sufficient to meet Donquarion's needs.
- ☐ Yes, special transportation is required due to the following:
- ☐ The recommended programs/services are not available in Donquarion's regular attendance area.
 - ☐ The medical, health or developmental and/or behavioral needs of this student necessitate special transportation.

ANTICIPATED NEEDS, EXTENDED SCHOOL YEAR, AND OTHER COMMENTS

- ☒ The IEP Team has considered the anticipated needs of this student including the need for extended school year (ESY) services.
- Donquarion does not require extended school year services.

MEDICAID RELEASE

Enrollment in Medicaid allows schools to release minimal information to the state for the purpose of billing for any Medicaid-related services on this IEP. Billing does not affect any provisions of this IEP nor limit any family Medicaid benefits. Consent for release of Medicaid information may be revoked at any time.

- ☐ I/We **agree** to allow the school to release information to the state to bill the state for Medicaid-related services on this Service Plan.
- ☐ I/We **do not agree** to allow the school to release information to the state to bill the state for Medicaid-related services on this Service Plan.

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NOTICE REGARDING PROVISION OF SPECIAL EDUCATION

STUDENT INFORMATION

Student: Donquarion Lewis Birthdate: [REDACTED] 02 Age: 10-1 Grade: Fourth grade	Date of IEP Team Meeting: 04/17/2012 Resident District: Comstock Student Primary Language: Language in the Home: English
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PURPOSE

This notice is a result of the Individualized Education Program (IEP) Team meeting that was held on the date listed above for the following purpose(s):

Primary Purpose: Amendment

Additional Purpose:

NOTICE FOR PROVISION OF PROGRAMS AND SERVICES

You are receiving this notice because, based upon the **most recent** IEP Team meeting, Donquarion remains **eligible for special education programs/services**. Upon district signature, this notice and Donquarion's IEP constitute the district's offer of a Free Appropriate Public Education (FAPE).

All programs/services/supplementary aids will start on:

The following person will assure implementation of this IEP:

OPTIONS CONSIDERED

The IEP Team Report describes the assessment/evaluation procedures and data used during the IEP Team meeting. The following options were considered but not selected for the reason(s) indicated below:

<u>Considered Options</u>	<u>Reasons Not Selected</u>
Teacher Consultant services	TC service is not intense enough to meet the goals and objectives for Donquarion.

Other relevant factors to the district's proposal or refusal:

none

RESOURCES FOR PARENTS

The Michigan Department of Education - OSE/EIS: (517) 373-3324

Michigan Alliance for Families: (800) 552-4821

Michigan Protection & Advocacy Service: (800) 288-5923

Community Advocates/The Arc: (269) 342-9801

Advocacy Services for Kids (ASK): (269) 343-5896

Parent-to-Parent: (269) 345-8950

Citizen Mediation Service: (269) 982-7898

Dispute Resolution Kalamazoo: (269)552-3434

To Obtain a copy of the Procedural Safeguards for Parents/Students

Kalamazoo Regional Educational Service Agency (Kalamazoo RESA): (269) 250-9323

Van Buren Intermediate School District: (269) 674-8091

Michigan Department of Education: (517) 373-3324

SIGNATURES

DISTRICT COMMITMENT

The school district superintendent/designee assures that the least restrictive environment has been fully considered and assigns this student to the following:

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- ☒ The resident district
☐ An operating district

Building/Program: Woodward School for Technology and Research

Resident District

Superintendent/Designee: _____

Date: 09/28/2012